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ABSTRACT

A study investigated the elementary school programs in French as a second language in Louisiana, Quebec (Canada), and New Brunswick (Canada). The objective was to learn about the programs' underlying goals and philosophies, examine the teaching materials used at this level, evaluate the teaching situation, and survey teachers for their perceptions. Data were gathered in individual interviews, classroom observation, and analysis of printed planning and curriculum materials. The research also addressed the teaching of French from a multicultural perspective. The report describes each of the three regional programs separately, and reviews the relevant legislative mandate for elementary school foreign language education; outlines program philosophy, goals, and staffing; describes school or classroom site visits; and briefly discusses other aspects of the programs, including bilingual immersion, welcoming classes (Quebec), program duration (Quebec), intercultural education (Quebec), and the multicultural contexts of each region's programs. A summary section makes some comparisons and additional comments. A 19-item bibliography is included. (MSE)

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FRENCH AS A SECOND LANGUAGE ELEMENTARY PROGRAMS IN LOUISIANA, QUEBEC AND NEW BRUNSWICK

HENRY P. ARES

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FRENCH AS A SECOND LANGUAGE-ELEMENTARY PROGRAMS IN LOUISIANA, QUEBEC AND NEW BRUNSWICK

SUBMITTED BY
HENRY P. ARES

TO
DR. OLIVER FORD
VICE-PRESIDENT, ACADEMIC AFFAIRS

IN FULFILLMENT OF REQUIREMENTS
FOR SABBATICAL RESEARCH

FITCHBURG STATE COLLEGE
FITCHBURG, MASSACHUSETTS
JANUARY 28, 1991

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ACKNOWLEDGMENTS

I take pleasure in acknowledging the people who assisted me in making this unique research project such an interesting and passionate undertaking.

Soon after Fitchburg State College President, Vincent Mara, granted me a sabbatical leave of absence for the Fall semester of 1990, I wrote to the State Department of Education at Baton Rouge, Louisiana.

Within two weeks I received a telephone call from Mr. Richard Guidry, Education Program Manager, Foreign Language Section, Louisiana Department of Education. Mr. Guidry was excited to hear that a Franco-American, New Englander, from Fitchburg State College was interested in visiting French Louisiana and that he would gladly arrange all classroom visits in the Lafayette and Lake Charles area. He also suggested that I plan my visit to coincide with the Acadian Festival in mid-September.

In Montreal, Mr. Robert Attar, Director des Relations Inter-culturelles, was instrumental in arranging classroom visits to the multicultural education school at St. Simon Apotre. Directeur Jacques Richard who arranged classroom visits at the John Caboto Elementary School, I thank. Dr. Martin Murphy, Director of

Curriculum, Baldwin-Cartier School Commission, Pointe Claire, Quebec, arranged classroom visits at St. Edmond's Elementary School.

Mr. Donald LeBlanc, coordinator District 15, Moncton, New Brunswick arranged classroom visits in the district.

To these administrators, I thank dearly for taking time out of their hectic schedules to coordinate classroom visits and according me time for lenghty interviews and sharing their philosophies and curriculum guides with me.

To the multitude of dedicated teachers who consented to have me visit their classrooms, and willingness to be interviewed during their precious little free time that they had during their hectic workday.

To all the students who welcomed me graciously and were thrilled that I was there, in their classroom, sharing with interest their learning French as a Second Language.

INTRODUCTION

This research report evaluates, investigates and reports on the elementary programs in French as a Second Language in Louisiana, Quebec and New Brunswick schools. The objectives of this evaluative study are to learn the goals and philosophies underlying the existing programs, examine the teaching materials used at this level, evaluate the teaching situation and to survey the program teachers for their perceptions. The data that I have gathered was through individual interviews with administrators and teachers, classroom observations, and analysis of printed planning and curriculum materials. My research also addresses the teaching of French from a multicultural perspective.

Soon after being granted a sabbatical leave I submitted two applications for federal grants with the U.S. Department of Education: One with the Office of Educational Research and Improvement Fiscal Year 1990 Educational Research Grant Program: Field-Initiated Studies; the other with the Secretary's Fund for Innovation in Education for Fiscal Year 1990. The lack of grant-filling experience on my part resulted in being among the several hundred applicants not ranked high enough to permit funding.

As a result funds were limited for purchasing and renting audio-visual equipment that I would have liked to employ.

This research adventure was a very exciting and educational experience.

This was my initial visit to Louisiana and I had absolutely no idea what to expect there. With an estimated 900,000 residents of primarily rural areas of South Louisiana which constitute the largest French-speaking minority in the United States, I was hoping to hear French spoken in the streets, stores, and elsewhere. The French heritage was present with names of streets, hotels, and restaurants. In New Orleans the use of French is practically non-existent. My stay in New Orleans was very pleasant and hopefully I will return there again. Heavy rains and thunder with limited visibility dampened my drive across the 24-mile long Pontchartrain Bridge. As I passed the city limits of Baton Rouge I began to feel and see the French Cajun influence with country side dotted billboards advertising French named hotels and restaurants. These names were: Landry, Breaux, Martin, Poirier, Arsenault, LeBlanc and Comeaux.

I soon arrived in Acadiana, the triangular region of south-central Louisiana which comprises 22 parishes. My home for the next seven days would be Motel Six along the famous Evangeline Boulevard in Lafayette, the capital of French Louisiana. The temperature was 96° F with 92% humidity. (Lafayette pop. 91,961)

The mornings seemed to start out the same way, heavy rains and thunder. It was quite an ordeal attempting to locate schools during the rush hour commute in a city that is so spread out. I was thankful for having brought along my treasured umbrella.

On Wednesday, in the driving rain, I set out for Lake Charles (pop. 75,051) where I was scheduled to observe French classes.

At the schools I met several cafeteria workers of French descent and proud to speak to me in French. I also had the opportunity to interview several 4th graders who were French Immersion students. These students had no French heritage and heard no French at home. However, they were quite fluent in French and were proud to be able to converse freely with me.

During our stay in Lake Charles we heard limited French being spoken in stores, on the street and in restaurants.

I left Acadiana with the feeling that a culture and language were attempting a major resurgence of ethnic pride. For so many years the Cajuns were afraid to show their heritage to anyone with the threat of completely losing it. They are proud people and have a very rich culture to share with the rest of the United States. They have endured and they will survive through education, music and the culinary arts.

My next stop was Montreal, Quebec, Canada (pop. 1,214,351). In late September, Montreal has a similar weather pattern as that of central New England. The weather was delightful. The construction and repair work to so many roads, and bridges within the greater metropolis area were an inconvenience. The recent conflict with the Amerindians which resulted in two other bridges being temporarily closed made it difficult for me to reach schools.

In the province of Quebec, one gets the impression of being in a totally French speaking country. French is the working language here and it is the official language of the province. Everyone that I came in contact with spoke French with some knowledge of other languages primarily English. I did not feel that this culture was losing any of its heritage. As a matter of fact, the Quebec population feels as though they are ready for a sovereign state status.

When I visited Moncton, New Brunswick, Canada, in November, the weather was much colder than when I had left home. When I visited Rogersville and Acadiaville, there was already a foot of snow on the ground. These two French-Acadian villages are located 60 miles north of Moncton. This week we witnessed heavy snow fall and wind ranging from 50-60 miles per hour. Wind chill factor was -16°. The ferry crossing the Northumberland Strait between

New Brunswick and Prince Edward Island was shut down for two days. This is unusual and very rare.

As I set out for my first day of school visitations, the roads were treacherous and coated with a black ice that made driving a challenge. I could not help but compare the differences from the hot, humid, semi-tropical weather of Louisiana and the freezing arctic cold wind of New Brunswick.

In the villages north of Moncton, French is the only language spoken and all schools are French. In the greater Moncton area, (pop. 47,891) I could hear French being spoken most everywhere, in restaurants, stores and in schools. New Brunswick is Canada's only official bilingual province. The Acadians here have held on to their culture and language since 1703. They have accomplished a tremendous feat. However, they must continue to struggle for recognition if they are to survive. There is still an English speaking majority in New Brunswick.

*pop. taken from GOUSHA, North American Atlas, San Jose, CA. 1984

OUTLINE OF STUDY

1. Louisiana

   A. French as a Second Language Program (Grades 4-8)

      1. Philosophy and Goals

      2. Staffing

      3. Classroom Visitations

         a. Teaching Conditions

         b. Books and Materials

         c. Teacher Interviews and Evaluation

   B. Immersion Program

      1. Philosophy and Goals

      2. Classroom Visitations

         a. Teaching Conditions

         b. Books and Materials

         c. Teacher Interviews and Evaluations

   C. Multicultural Perspectives

      1. Economic, Political and Social Impact

THE MANDATE

In 1984, the Board of Elementary and Secondary Education (BESE) of Louisiana mandated that a Foreign Language be taught to the academically able students from fourth through eighth grade. Hence, foreign language instruction is mandatory for academically able students only and optional for all others. An academically able student is a student performing on grade level as determined by the local school system. Since foreign language instruction is optional for all other students, the school system may want to provide remediation in other academic subjects (Lang, Arts, Reading) for those students below grade level. (1)

The parish has the right to choose which foreign language will be taught.

In grades 4, 5, and 6 the foreign language must be taught for a minimum of 30 minutes daily throughout the entire school year. It can, however, be scheduled at any time during the school day.

In grades 7 and 8 the foreign language must be taught for 150 minutes per week throughout the entire school year. Rotating or exploratory programs may not be used to meet the mandate. It should also be noted that in seventh and eighth grade, the language must be taught as part of the language arts block. This means that the

language cannot be scheduled as elective so as to compete with band, music, art, etc. (Bulletin 741) (1)

Each parish must have a "model program". This means that every parish must employ a minimum of two elementary foreign language teachers. If the parish cannot provide foreign language instruction for all of its academically able students, it must make a written request to the BESE Board for a waiver from full implementation of the mandate. (2)

A curriculum guide was prepared pursuant to the Commission's report, which was received by the Legislature in June of 1983. Following many of the recommendations made by this commission, in the spring of 1984, the Board of Elementary and Secondary Education (BESE), while revising Bulletin 741, mandated that all academically able students take a foreign language, beginning in the fourth grade in the 1985-86 school year. The mandate further specified that a grade be added each school year until the program reached the eight grade in the 1989-90 school year. (2)

The guide's focus is on two concepts of great importance to the Louisiana Department of Education: 1) minimum competency and 2) accountability. It is not intended to supplant any textbook series for teaching French as a second language nor to favor any one series

or text over another. On the contrary, it was constructed to work with any text or combination of texts available on the state-adopted list. The main purpose of this curriculum guide is to provide more uniform instruction throughout the state of Louisiana. Its secondary purpose is to put into application a new approach to the teaching of foreign languages with its primary focus being communicative competency It is designed to be used in schools where the BESE mandate has been put into effect in a sequential program for academically able students in grades four through eight. (2)

The guide was first piloted by both Louisiana Second Language Specialists and Foreign Associate Teachers during the 1983-84 school year. Based on recommendations from these teachers, the guide was revised and expanded to provide for continuity of instruction for grades four through eight. After having been used over a period of two years, a second revision of the guide was made in the summer of 1986 in an effort to render it more manageable, more complete and more consistent with the new approaches to and methodologies to teaching a second language. (2)

PHILOSOPHY AND GOALS

According to the Louisiana Curriculum Guide, they are proposing a new approach to language instruction wherein the content is not based solely on the system of grammatical structures. The content is based rather on a number of language notions and functions translated by a number of linguistic realisations. Although correct grammatical form assures a clearer communication of the message, in the functional-notional or communicative approach, the message becomes more important than the form. Acquisition of a second language should happen naturally, much in the same fashion as the native tongue is learned. The student is exposed to the living language, much as it is spoken in real life where different levels of language, accents, dialects and formulations can be used to express the same idea. Exposure to the language should also be done in realistic situations with the help of spontaneous conversation, authentic materials, etc. (2)

Through a series of activities for acquisition, the student is allowed to use the language in real situations that have some significance in his/her life. In this way, by drawing a child's interest, the teacher creates a need within the student to communicate. Thus, the repetition of each statement is accomplished more naturally when communicating a thought, idea, fact, feeling, etc. Communication is non-verbal in the beginning. In the next

phase, the student will be able to say a few isolated words, then word groups. He/she will then make complete sentences, which finally become more complex. It is important to remember that comprehension comes first, expression follows. Oral expression increases gradually, written (reading) comprehension follows, then, finally, written expression. (2)

Once a student acquires the "linguistic baggage" necessary to communicate, he/she will desire to be more self-expressive. Throughout this production phase, it is only natural that the student will make errors (linguistic, referential or socio-cultural) which will require a certain flexibility on the part of the teacher when dealing with errors. The teacher should accept errors as an integral part of the learning process: furnishing (modeling) the correct form of a phrase to the student without being too insistent. The error can even serve as the basis for a new teaching activity wherein the student can become familiar with the correct form. (2)

STAFFING

BESE (Board of Elementary and Secondary Education of Louisiana) policy dictates that a school system must employ any and all available Louisiana certified teachers in its Elementary Foreign Language Program. These teachers could either have FLES, K-12 or the older SLS (Second Language Specialist) certification. In the event that no Louisiana teachers are available, they suggest that one of the following alternatives be used:

1) a regular elementary teacher may have a minimum of twelve credit hours in a foreign language and can teach with a Temporary certificate until such time as he/she can finish certification requirements.

2) a teacher with secondary foreign language certification can teach at the elementary level with a T certificate.

3) elementary teachers may be certified to teach a foreign language upon completing 15 semester hours in the language and earning a passing score of intermediate middle on the ACTFL/ETS Oral Proficiency interview.

4) a person without certification but having a foreign language degree from a regionally accredited university can be hired using Circular 665 emergency provision.

5) Former Foreign Associate Teachers remaining in Louisiana with resident permanent visa status and having teacher certification in their own country can teach using the Circular 665 emergency provision also.

Foreign Associate Teachers can be provided to those parishes with vacant positions. These Foreign Associate Teachers, having been recruited by the State Department of Education in cooperation with their respective governments and having teacher certification in their own countries will be granted Interim Certification, while working with J-1 visa status. However, school systems are strongly encouraged to use all available Louisiana certified teachers before requesting Foreign Associate Teachers. (1)

VISITATIONS

The initial undertaking of my research project was in Louisiana. I selected the Lafayette area because Lafayette is known as the "Capital of French Louisiana".

My classroom visitations included: Broussard Middle School, Broussard, Louisiana where I observed two 7th grade French classes. In Lafayette, I observed two 4th grade classes at Woodvale Elementary School.

The following day I observed a 4th grade French class at A.A. Nelson Elementary School in Lake Charles. In the afternoon, I observed a French Immersion Program at Prien Lake Elementary School. Here, the kindergarten class teachers were preparing the classroom to receive 35 students who were to begin the French experience the following day. I observed the 1st, 2nd, 3rd, and 4th grades. Students were dismissed at 3:30.

Date of Visitation: 9/12/90

Name of School: Woodvale Elementary School

Location: Lafayette, Louisiana

Principal-Supervisor: Carolyn Levy

Student Enrollment: 750

Classroom Teacher: Brenda Mounier

Grade(s) Observed: two-4th grade classes

Methods Employed: variety

Number of Students per Class: 29/19

Student Interest: very interested and motivated

Comments: In the 4th grade French is mandatory. Ms. Mounier employed a variety of classroom activities. Her program was centered around the usage of Promenade 1, Addison-Wesley Publishers. The pupils sang a French song, and performed brief skits with home-made puppets basing their dialogues on the 1st lesson in Promenades 1. These classes were 30 minutes duration and met with them 5 times weekly.

Ms. Mounier is a native French Louisianan. She has 18 years teaching experience at the elementary level and this is her 2nd year of teaching elementary French. She is a Second Language Specialist.

Ms. Mounier does not have her own classroom and carts her materials from room to room. Her teaching supplies were limited and improvisation is an important feature in her program. Her office and storage space consisted of a tiny closet which was once a custodial supply room.

Date of Visitation: 9/12/90

Name of School: Broussard Middle School, 6-7-8

Location: Broussard, Louisiana

Principal-Supervisor: Carolyn Levy

Student Enrollment: 400-450

Classroom Teacher: Priscilla Gondron-Leblanc

Grade(s) Observed: two 7th grade classes

Methods Employed: traditional with texts

Number of Students per Class: 27/20

Student Interest: highly motivated with good class participation

Comments: In grades 6, 7, and 8, French is an elective course with selective students accepted into the program. The materials employed were: 2nd Edition, Le Francais: Commencons, Okin, Pilot-Desbienna/Smith'75. There were limited prepared materials visible or being employed.

Ms. Gondron-LeBlanc did follow a curriculum guide that consisted of Cajun and standard French expressions and terms. She is a native of Southwestern Louisiana and received her teacher's training here. Most of her 20 years of teaching have been in Southwestern Louisiana. She had taught at lower levels and with a mixed schedule which was very demanding for her. She had been an itinerant teacher moving from different levels to different classrooms. Ms. Gondron-LeBlanc expressed great satisfaction in having her own classroom with materials at hand.

The classroom atmosphere was very positive and students seemed to enjoy learning French. A great motivation is her June field trip to Montreal and Quebec City. Ms. Gondron-LeBlanc is certified as a Second Language Specialist.

Date of Visitation: 9/13/90

Name of School: A.A. Nelson Elementary School

Location: Lake Charles, Louisiana

Principal: Anthony Kruchow

Student Enrollment: 317

Classroom Teacher: Brenda Detraz

Grade(s) Observed: 4th grade

Methods Employed: complete teacher improvisation

Number of Students per Class: 26

Student Interest: very interested and motivated

Comments: French is mandatory in the 4th grade. Ms. Detraz employed a wide variety of classroom techniques. There were no textbooks visible. Ms. Detraz reviewed numbers 1-30, alphabet, days, months, numbers and seasons. She carried a chart into the classroom along with a shopping bag filled with clothesware, a basket with grocery items and a weather wheel. She then employed her chart with different colored dogs and drilled the colors. Her basket was filled with different items that might be purchased at a grocery store. Along with colors and clothes items she incorporated action verbs: manger, boire, porter. The entire class participated in a variety of Total Physical Response activities and also sang a song. Her class was fast-paced and very motivating.

Ms. Detraz is very motivated and a well prepared teacher. Her students responded very enthusiastically. She does not have a permanent station. She is itinerant and was rushed to carry on her day at another school. She teaches 9-30 minute classes per day.

Ms. Detraz has been in teaching since 1973. She is certified to teach French at the elementary. She taught English Language Arts for many years and says that she transferred many ideas to French. She has taught French for 6 years. She is not a native speaker. By attending workshops she has been able to make the teaching transition remarkably well.

IMMERSION PROGRAM

There are presently four immersion programs established in Louisiana. The latest program was started in Louisiana's most francophone town of Pierre Part. Here the students receive 60% of their classroom instruction in French. The French taught here will be a combination of standard and cajun French. The goal of the immersion program is not only to preserve our parents language but also to offer our students the advantage of having two languages for the business world in future years. (4)

According to Mme Carol Aucoin, principal and program director, more than 90% of the parents in the community have approved and wholeheartedly support the immersion program. (4) At Prien Lake Elementary School, in Lake Charles, Louisiana, immersion enrollment is limited to the first 35 students whose parents register their child. After which a waiting list is in effect. Parents have the option of pulling their child out of the program after a year.

The other elementary immersion programs are at Cecilia Primary School in St. Martin Parish and the Audubon Montessori School in New Orleans.

Date of Visitation: 9/13/90

Name of School: Prien Lake Elementary School

Location: Lake Charles, Louisiana

Principal: Mr. Dwyer

Student Enrollment: 560

Classroom Teacher: Mr. Boerman - Mr. Champagne

Grade(s) Observed: 3rd grade - 5th grade

Methods Employed: variety

Number of Students per Class: 21 - 26

Student Interest: highly motivated

Comments: Mr. Boerman was working on French Language Arts. The students were filling in nouns, verbs and adjectives to complete a short story that was written on the board. He then employed a variety of oak-tag, laminated expressions and words to place in logical order on the board. These were magnetized. The students were all actively involved in the lesson. I also sat in on the math lesson which was conducted entirely in French. Worksheets were from masters that had been run off. Materials are in short supply. The emphasis seemed to be on teacher implementation and production. As well as being a French language teacher, Mr. Boerman is also Belge and has been in Louisiana 3 years. His previous year he had taught at another school and was asked to join the immersion team. He makes a wonderful addition to the team at Prien Lake School.

Mr. Champagne teaches 5th grade immersion and he hails from Montreal, Quebec. He is French Canadian and is enjoying his work also. The "esprit de corps" at this school was remarkable. They have an excellent staff and the results were outstanding. The children and teachers seemed to enjoy their respective roles. I talked with several students who could converse quite well for 4th graders. The majority of students at Prien Lake do not hear French spoken in their homes.

Date of Visitation: 9/13/90

Name of School: Prien Lake Elementary School

Location: Lake Charles, Louisiana

Principal: Mr. Dwyer

Student Enrollment: 560

Classroom Teacher: Mrs. Anderson - Mme Masset - Marie Parker

Grade(s) Observed: 1st grade - 2nd grade - 4th grade

Methods Employed: variety

Number of Students per Class: 28 - 28 - 25

Student Interest: very motivated

Comments: Mrs. Anderson's 1st grade was a little restless after lunch. However the children were attentive in class participating in a variety of oral-aural activities. The teacher spoke French and the children responded well. The materials employed were teacher-made with some French books in the room. The room was well decorated with a variety of French expressions, days, colors, etc. Mrs. Anderson is an American. French is her second language which she studies in college. She is certified.

Marie Parker is French and is the 4th grade teacher. Her pupils were involved in a math lesson when I observed the class. All communication was in French.

Mme Masset is Belge and she was doing some math combined with social studies. She had a good supply of materials, mostly books and workbooks which she purchased when she was in Belgium during the summer. Most of her worksheets were duplicated materials. Her classroom was in the portable section of the school. Four classrooms were portable. There was construction going on extending the school size. This was Mme Masset 3rd year in Louisiana and she was enjoying her work. She teaches 2nd grade.

These teachers were following the curriculum with the majority of materials being teacher produced. The students remained with these teachers throughout the day with the exception of going to lunch, specials and recess.

MULTICULTURAL PERSPECTIVES

When one mentions cultural heritage and its survival many influences come into consideration.

Culture is not always something one can measure, compare, or otherwise qualify. Culture is a matter of the heart. The amount of ethnic culture one is fortunate enough to experience, in addition to the valuable heritage of being an American, is directly proportional to the knowledge one has of its folkways, its customs, its speech patterns, its wisdom. It is the capacity to recognize these things when one sees, hears, or remembers them. It is the enrichment one feels. (1)

As for the French in Louisiana, they maintain that French has been a native language of Louisiana for 300 years and is still used in everyday life.

In Louisiana, we find three separate but interestingly interrelated French cultures. Together, they have formed a surprisingly effective resistance to the values of English-speaking North America. The Creoles of New Orleans were the wealthiest and most flamboyant because they were the plantation owners. A second Louisiana francophone culture was established by the Creoles' former black slaves, who were allowed personal and cultural latitudes in slave societies before the Civil War.

The Cajuns have extensive blood and cultural ties to both the Creoles and their former slaves. They are the largest and most historically significant of the three groups and perhaps the least understood.

All over the French Triangle of Louisiana we find Cajuns who started out as Indians, Africans, Anglos, Spaniards, and even Lebanese. Moreover, the predominantly Cajun diocese of Lafayette also administers the geographical area with the largest per capita population of black Catholics in the country. Among the states of the Union, Louisiana has the third-highest per capita black population (after Mississippi and South Carolina). The full national impact of the French-cultured, black Louisiana population has yet to be reckoned with. (2)

Cajuns are predominantly descendants of Acadians who came to Louisiana in the mid-1760's; however, other Cajuns spring from immigrants who arrived from France, Santo Domingo, or elsewhere about this time. (1)

Thus, the type of conflict that exists between French and English in Canada does not exist in Louisiana. In Louisiana there is no ethnic tension between French and English. (3)

MULTICULTURAL PERSPECTIVES - CODOFIL

In 1968, The Council for the Development of French in Louisiana (CODOFIL) was created to promote and develop the French Language and culture in Louisiana. Through a joint educational venture with the Louisiana Department of Education it has strived since that time to assure and enhance the teaching of the French language as well as the history and culture of Louisiana's French speaking population in public schools throughout the state. This program has been implemented both by Foreign Language in Elementary School (FLES) teachers, formerly SLS, and Foreign Associate Teachers from France, Belgium, Switzerland and Quebec. (2)

As a part of the Department of Education and CODOFIL's constant efforts to improve the state's French as a Second Language Program, the Governor was asked to establish a Commission on French as a Second Language to review the status of French language instruction at all levels of education within the state of Louisiana. (2)

CODOFIL's goal is to create an educated, literate and bilingual French-American culture for all of Louisiana. This means that CODOFIL wants to see people using French in their daily lives with their children, parents, and friends; in their workplace, their churches, and in the media. It has never been CODOFIL's intent to

target its action to people who are of French origin but, rather to include all Louisianians.

To accomplish this ambitious mission, CODOFIL has been granted a legal status and has developed policies in education and media. (3)

CODOFIL is a state agency. It is therefore the French voice of Louisiana and must encourage the other branches of government to think of themselves as part of a francophone state. CODOFIL is the only state agency with the ability to function in both French and English. CODOFIL's role is to help other state agencies and departments to include French in their operations. It can assist the Governor's Office, the department of tourism, commerce, transportation with letters, advertisements, brochures, posters, and signs in French. CODOFIL must also encourage the state government to develop its own bilingual capacity so in the future it can act without the help of CODOFIL. (3)

There are dozens of private groups and associations involved in promoting the French heritage. CODOFIL's role is to help them to the greatest extent possible and put their members in contact with one another. CODOFIL can provide publicity for their activities and assistance in organizing activities related to its culture. CODOFIL is Louisina's Ministere des Affaires Intergouvernementales, the instigator of a French network. (3)

Because of its heritage and multi-cultural reality, Louisiana belongs to the French-speaking world. CODOFIL's role is to keep Louisiana involved in international francophone organizations where it sits more as an observer than a full-fledged participant. CODOFIL has to help Louisiana act as a francophone state. (3)

If CODOFIL is to succeed in their endeavors they must make as large a percentage of the Louisiana population identify themselves mentally as being part of a bilingual culture. To do this, it is necessary to create a shared French-Cajun-Creole culture. Every culture has its shared national symbols. By the same token, Louisiana's French students need to learn a common Louisiana French culture. CODOFIL should promote the Louisiana French identity through the teaching of a common French language, Louisiana French history and the richness of their incredibly diverse culture. The feeling is that it is not the number of years taught to their children that will determine whether French remains a living language in Louisiana; it is whether they are taught to identify with their culture. (3)

OUTLINE OF STUDY

1. Quebec - Mandated Programs

   A. French as a Second Language Program
      (English Program Grades 1-6)

      1. Philosophy and Goals

      2. Staffing

      3. Classroom Visits

         a. Teaching Conditions

         b. Books and Materials

         c. Teacher Interviews and Evaluation

   B. Immersion Program
      (Bilingual Program)

      1. Philosophy and Goals

      2. Classroom Visits

         a. Teaching Conditions

         b. Books and Materials

         c. Teacher Interviews and Evaluation

   C. Welcoming Classes
      (Classes d'Accueil)

      1. Philosophy and Goals
      2. Classroom Visits

         a. Teaching Conditions

         b. Books and Materials

         c. Teacher Interviews and Evaluation

   D. Native Language Instruction Program
      P.E.L.O. (Programme d'Enseignement des Langues d'Origine)

   E. Multicultural Perspective

      1. Economic, Political and Social Impact

THE MANDATE

In 1977 Law 101 (Bill 101) was passed by the Quebec provincial government making French the official language in Quebec and mandating that French be taught in all schools for the francophones as well as all newly arrived non-French speaking students.

Admission to English school is limited to children who meet one of the following eligibility criteria:

- one parent, a Canadian citizen, has received the larger part of his/her elementary schooling in English in Canada;
- the child has a brother or sister who has legally attended an English elementary or secondary school in Canada;
- one of the parents has been transferred temporarily to Quebec by his/her employer. (5)

THE PUBLIC SCHOOL SYSTEM

The public school system of Quebec consists of two networks: one Catholic and one Protestant.

Although the C.E.C.M. (La Commission des Ecoles Catholiques de Montreal) is part of the Catholic network, its schools also welcome students of the Protestant faith as well as other religions. (6

THE QÜEBEC SCHOOL SYSTEM

The Ministere de l"Education du Quebec sets the main guidelines for the school system as a whole but delegates the day-to-day administration of public schools to regional bodies known as "school boards". There are some 200 school boards in the province of Quebec.

On arrival, families are given the name and addresses of the school board responsible for the schools in the neighborhood, city or town where they will be living. They must then contact this school board to enroll their children and to obtain any further information they may need. (7)

Five-year-old children who can speak French go to kindergarten five half days a week during the school year. A non French-speaking student will attend his special kindergarten class five full days a week so that he can learn French faster.

Kindergarten is not compulsory in Quebec, but an estimated 98 per cent of all five-year-olds in Quebec do attend kindergarten, since it is generally recognized as excellent preparation for elementary school. (7)

ELEMENTARY SCHOOL

When a child reaches the age of 6, he or she can enroll in Grade 1 at the elementary level. Elementary school comprises six grade levels, each equivalent to one school year. At the end of the sixth grade, or when the child reaches the age of 12, he or she goes on to secondary school. (7)

SECONDARY SCHOOL

In most secondary schools, the student, after receiving instruction in the basic subjects, may choose to enroll either in a general education program, which is considered preparation for post-secondary studies, or a vocational education program, which leads to the job market. (7)

THE PROGRAMS

The four programs that I will explore are: French as a Second Language Program, Immersion Program, Welcoming Program and the PELO (Programme d'Enseignement des Langues d'Origine).

In the French schools, the teaching of English as a second language begins in Grade Four, while in the English schools, the teaching of French as a second language begins in Grade One.

The C.E.C.M., one of the largest school boards in Canada, serves some 90,000 students in over 225 schools. Some 11,400 students are registered in the English Sector schools. Included among its 9,000 employees are 6,000 teachers and over 400 professionals who provide pedagogical and student services. (6)

ENGLISH PROGRAM (FRENCH AS A SECOND LANGUAGE PROGRAM)

The French as a Second Language program at the elementary level is intended to enable pupils whose mother tongue is not French to use this language to communicate in a variety of situations which suit their age levels, needs and interests. Instruction is given in English with one hour of French as a second language daily. This represents 180 minutes of French per week more than the minimum required by the Quebec Ministry of Education. (8)

PHILOSOPHY AND GOALS

English Program (French as a Second Language). It is only natural and fitting that French as a Second Language Program be implemented where French is the official language of the province. At the end of the primary course the non-French student should be able to use the French language as a means of communication in situations that correspond to his/her needs and interests that relate to his/her age level. French should be the language of communication as well as the working language in the province of Quebec. (9)

By the end of Grade Six most children should be able to:

- identify themselves, friends, and relatives.
- describe another person or themselves
- give directions
- say if they know or do not know something
- express cooperation and obligation, feelings (fear, surprise, joy)
- greet someone
- use the telephone
- invite someone
- thank someone, to excuse themselves, to ask for help

At this level, emphasis is placed on developing the ability to understand, speak, read and write French according to the objectives listed above. (10)

STAFFING

In Montreal, there are several teacher training programs offered at the University of Montreal, at McGill University, and Concordia University. These universities offer several types of programs full-time or part-time to meet the needs of the school boards.

There does not appear to be a problem with staffing.

CLASSROOM VISITATIONS

In Montreal on September 24, I visited St. Simon Apotre Elementary School which hosts newly arrived immigrant children. These children are grouped together with as many as 7 different languages into the same classroom. The class is totally conducted in French. The goal is to have these children attain a working knowledge of French with one school year to be able to transfer into a totally French school, which is the working language of the province. If this goal is not achieved the student remains there. All newly arrived students must be educated in French.

On Tuesday, September 25, I visited a French Immersion (Bilingual) Program School - St. Edmond's in Pointe Claire on the west end of Montreal Island. Here the parents pay tuition to send their children. English is their native language and desire to learn French because of its sociological benefits.

On Wednesday, September 26, I visited John Caboto Elementary School (French as a Second Language Program), K-6, in Montreal. It is a predominantly English-Italian school and French is taught there. Again, the working language of the province is French, the children are motivated, and teachers have parental support. Students wear uniforms and bring own pencils and paper to class.

Students have one 40 minute period of French daily.

Date of Visitation: 9/26/90

Name of School: John Caboto Elementary School (K-6)

Location: 8955 rue Meunier, Montreal, Quebec, Canada

Principal: Mr. Mario Moras

Student Enrollment: 175 students

Classroom Teacher: Lisa Devincentus

Grade(s) Observed: 1st grade - 4th grade - 5th grade

Methods Employed: variety

Number of Students per Class: 17 - 22 - 28

Student Interest: highly motivated, very disciplined and respectful

Comments: In the 1st grade the teacher employed a variety of activities including some Total Physical Response where students would react physically and actively to the teacher's instructions and directions. Most of the materials were teacher produced which included cutting and pasting while following directions in French and learning names of items as well as colors. A review of days, date, months, seasons and weather was included. A magnetic variety of oak-tag pictures was placed on the board as instructed by the teacher. The children also sang 3 songs. This class was fast-moving and very interesting.

The 4th grade lesson included some TPR with review of days, numbers, seasons and weather. Students had text books and consumable workbooks. They also were assigned homework on a daily basis. Only one student in the class had not completed his assignment and was reprimanded. Pupil was instructed to do his work at lunch time recess. Students also had notebooks with a profile of themselves and their family.

The 5th grade class was more traditional with work including reading a text and answering questions in a workbook which accompanied the text. All students were on task and actively participated.

Mrs. DeVincentus has 30 years of teaching experience. She received her training and degree from McGill University's Teachers College. She is certified and quite qualified. She is a native Quebec French and Italian and also speaks English fluently.

She is a strong disciplinarian and asserts that she has strong support from parents and administration. She enjoys her work but finds that it is very demanding. She is the only French teacher in this school. The pupils come to her room, they walk from classroom to classroom in 2 lines, quietly and orderly with no teacher to lead them. Children supply their own materials: pencils, paper, glue, scissors and kleenex. They also wear uniforms which consist of white tops and blue bottoms. Students have 1-40 minute period of French per day, 5 times weekly.

Throughout the program the child uses: "Collection Alouette" grade 1-6 series, student text along with the activity book. The child is evaluated by various evaluation check-lists and teacher-made tests.

Parents are encouraged to have their children watch some French television programs, encourage children to listen to French radio. to read French signs, to read French newspapers and books at home or at the municipal library and to use French whenever they can in everyday situations. (5)

IMMERSION PROGRAM (BILINGUAL)

Elementary Level

In the Bilingual Program, French is the language of instruction for approximately 70% of the time and 30% of the time is devoted to English in Kindergarten, Grades 1 and 2. At these levels, the teaching of reading and writing and of mathematics is done in French. In Grades 3, 4, 5, and 6 approximately 43% of instruction is in French and 57% is in English. At these levels, in addition to French, Social Studies, Science, and Art are taught in French. (10)

By the end of Grade Six, most children should be able to:

- React to a speech by giving their own opinion.
- Participate in panel discussions.
- Inform the others about topics that interest them.
- Express their feelings or emotions, likes and dislikes.
- Convince others to do something.
- Adapt their speech-language to different types of situations-audiences. (10)

Secondary Level

The student may continue his/her bilingual program at the secondary level where 40% of instruction is given in French.

Mathematics, Geography, History, Typing, Art, Music, Accounting, Drama and Biology are but some of the options available in French to the students in the Bilingual Program. (8)

There are 9 schools in the greater Montreal district that offer the Bilingual (Immersion) Program.

FRENCH IN THE BILINGUAL IMMERSION PROGRAM

In Reading, the general objective of the program is to enable the child to understand the meaning of a text, taking into account the intention of the writer and the type of text to be read.

By the end of Grade Six, most children should be able to:

- Understand different types of texts.
- Find information by using the table of contents.
- Find library books by using the classification system.
- Find the meaning of a word by looking it up in the dictionary.
- Give the content of a book by looking at the title ane chapter headings.

In Writing, the general objective of the program is to develop the children's ability to write meaningful messages.

By the end of Grade Six, most children should be able to:

- Write different types of texts.
- Recognize and respect the grammatical and syntactic codes.
- Find the spelling of a word by looking it up in a dictionary.

The child will use:

"Les dires de Piloe"

"Workbook "Les dires de Piloe"

"Other materials approved by the School Board"

The child is evaluated by:

- teacher-made tests
- teacher observation

Suggestion to Parents:

- encourage children to watch some French television programs.
- encourage children to listen to and speak French in everyday situations.
- encourage children to read French books. (1Q)

STAFFING

All teachers are certified and have taken courses in teaching French as a Second Language at McGill University.

Date of Visitation: 9/25/90

Name of School: St. Edmond's Elementary School (K-6)

Location: Pointe-Claire, Quebec

Principal: Pauline Sciortino

Student Enrollment: 367

Classroom Teacher: Mme Turgeon - Mme Tibbin

Grade(s) Observed: Kindergarten 2nd grade

Methods Employed: variety

Number of Students per Class: 18 28

Student Interest: very motivated

Comments: In kindergarten teacher employed TPR (Total Physical Response) drills: sang songs, read them stories and recited days, numbers, months and weather. Pictures would reinforce this activity. Most of materials employed were teacher prepared. At this level (K-1-2) 43% of instruction is in French and 57% in English. Kindergarten has two sessions with 18 pupils in morning session and 18 pupils in afternoon session. Mme Turgeon is Quebec-French and speaks very little English. She is certified and enjoys teaching at this level. Her pupils remain in her room throughout the day except for physical education.

Mme Tibbin was involved in cutting out and pasting activity with all instructions given in French. Her class was leaving soon for physical education. I did not have time to interview her.

Students in this school wear uniforms consisting of white tops and blue bottoms. Parents must register students for the Immersion Program and pay a tuition fee.

Mme Tibbin was perhaps not a native French-Quebecer but has increased her French fluently to be quite at ease with the French and very competent I might add.

Date of Visitation: 9/25/90

Name of School: St. Edmond's Elementary School

Location: Pointe-Claire, Quebec

Principal: Pauline Sciortino

Student Enrollment: 367

Classroom Teacher: Mr. Michel Beauchamp

Grade(s) Observed: 6th grade

Methods Employed: traditional

Number of Students per Class: 20

Student Interest: highly motivated

Comments: This was a French Social Studies class which was centered on the Canadian provinces, capitals, economy and productivity as related to Quebec.

There was also a competitive match between selected teams whereby the teacher would give a statement in English and the student would attempt to elicit the French in its correct connotation.

There were many resource materials available in the room and students seemed to enjoy learning.

Students in the sixth grade seemed well on their way to fulfilling the intended goals as I have previously stated.

Mr. Beauchamp provided the Social Studies program at the school and students came to his room for instruction. He was positive about the program and seemed to enjoy his role.

Date of Visitation: 9/25/90

Name of School: St. Edmond's Elementary School

Location: Pointe-Claire, Quebec

Principal: Pauline Sciortino

Student Enrollment: 367

Classroom Teacher:	Mlle Lalancette	Mlle Tetreault
Grade(s) Observed:	1st grade	5th grade
Methods Employed:	variety	traditional
Number of Students per class:	25	28

Student Interest:

Comments: Both classes were inactive at the time I visited them. Mlle Lalancette's class was getting ready for gym.

Mlle Tetreault is a French Language Arts Teacher. She had students coming to her for instruction. She was very positive about the program and enjoyed her role at the school.

I was not able to interview Mlle Lalancette. .

WELCOMING CLASSES AND SPECIAL MEASURES

The Ministry of Education of Quebec has set up special classes for children who do not speak French or who do not speak it well enough to function in a regular class. In French, these welcoming classes are called "classes d'accueil". (7)

If a family has chosen to start their new life in a city or region where there has not been enough newly arrived children to form a welcoming class, special measures (mesures speciales d'accueil) are taken. The children are placed in regular classes and assigned a special teacher, who gives them extra French classes to help them learn the language.

WELCOMING CLASSES AT THE ELEMENTARY AND SECONDARY LEVELS

Elementary-level welcoming classes are intended for children between the ages of 6 and 11 who know little or no French, whereas secondary-level welcoming classes are for children between the ages of 12 and 17. In welcoming classes at both the elementary and secondary level, the emphasis is on learning French. As they learn the French language they also learn about life in Quebec. In addition to French, they also take other subjects, such as Mathematics, Physical Education and Art. (7)

DURATION OF THE PROGRAM

As a general rule, after about 10 months in a welcoming class or special kindergarten class or once the children are comfortable in French, they are integrated into a regular French-language class. This transition can occur either during the same school year or at the start of the following school. (7)

GOALS

The primary goals of this program are: to have the student realize that there are multiple cultures, with different languages, races, religions and beliefs. To live in this society they must respect and try to understand themselves and their neighbors. They are living in a French-speaking society and French is the language of the province. Therefore to be able to get along and to live ones life in harmony it is imperative for them to communicate in French. (11)

Date of Visitation: 9/24/90

Name of School: St. Simon Apotre

Location: rue Beauharnois, Montreal

Principal: Jacques Richard

Student Enrollment: 417

Classroom Teacher:	Mme Denman	Mrs. Rosette
Grade(s) Observed:	grades 3,4,5	1st grade
Methods Employed:	variety	
Number of Students per class:	18	12
Student Interest:	very motivated	

Comments: This school was quite unique. There were students from 26 different nations speaking at least 7 different languages. The teachers have their own classrooms and teach all subjects. The emphasis is having students comprehend and express themselves in French. Most of the materials at the lower level were teacher made. The students were very motivated. Mrs. Denman's class had a combination of age groups depending on their French fluency. Students advance grade levels based on fluency. There are also "post accueil" classes for those students who do not meet the necessary requirements for promotion to a higher level. One class consisted of 2nd and 3rd graders and 20 pupils in it.

Mme Denman was a temporary teacher and was not certified. Certification is not required but being able to converse in more than one language is helpful.

Mrs. Rosette employed many different techniques such as Total Physical Response, singing songs, introducing days, numbers, months and weather expressions. She is an Egyptian with 18 years of teaching experience.

INTERCULTURAL EDUCATION

There are 80 different ethnic groups in the C.E.C.M. Pupils of various backgrounds account for 40% of the population of the French schools. The C.E.C.M. promotes the integration of pupils from various cultural communities in its schools and are subject to cultural diversities. (5)

PELO (native-language instruction program)

Parents who come from another country and another culture may have their children continue to learn their native language and culture. PELO is the native language instruction program that is available in many C.E.C.M. (La Commission des Ecoles Catholiques de Montreal) schools. These free classes last 150 minutes per week. This program begins in grade 1. Classes are given by qualified teachers and may take place before or after school, at lunch time, or sometimes during unscheduled periods during the school day. There are also cultural activities organized to maintain and develop knowledge of the native language. (5)

The Ministere de l'Education provides a heritage language program in regular classes, where numbers warrant it. This program is called PELO (Programme d'enseignement des langues d'origine) and is offered in more than ten languages.

A number of ethnic associations also offer courses under an ethnic languages program called PLE (Programme de langue ethnique). A number of these courses are recognized by the Ministere de l'Education. (7)

MULTICULTURAL PERSPECTIVES

Quebec province is 80% French speaking and French is the official language. All school programs are intended to enable pupils whose mother tongue is not French to use this language to communicate in a variety of situations which suit their age levels, needs and interests. (8)

The projected figures for the 90's estimate that 50% of the students in the greater Montreal school system coming from 140 countries speaking more than 60 different languages. This reality presents a distinct challenge for the Montreal schools which provide excellent learning of the diversities and the pluralities of races and cultures. It was for this reason that the C.E.C.M. (La Commission desEcoles Catholiques de Montreal) created the Office of Intercultural relations in September 1988.

Quebec province and primarily Montreal's ethnic, cultural, racial and linguistic diversities create an enormous challenge to deal with. This is where The Office of Intercultural Relations plays a very important role.

The last 25 years have seen the emergence of a strong separatist (independence) movement in Quebec province. The nine-year rule of separatist Parti Quebecois (1976-1985, under Rene Levesque) has been followed by the refusal of Quebec to affirm the current Canadian constitution, and the recent failure of the Meech Lake Accord to gain the approval of all 10 Canadian provinces.

This accord would have given Quebec "special status" among provinces; its failure leaves many in Quebec wondering whether Canada's oldest, largest(and only French-speaking) province can maintain the "distinct society" it wants without seceding from Canada and establishing itself as an independent country. (12)

Ironically, Quebec's campaign for cultural recognition has faced a challenge to its own record on cultural rights this summer, when Mohawk Indians resorted to both civial disobedience and armed threats to protect land they claimed as their own. It seems like Quebec's success in promoting its own cultural rights will depend in part on addressing the cultural rights of Indians.

French is the official working language of the province. It therefore is very beneficial for anyone who intends to live his life there to learn the basics and be able to communicate with his fellow workers.

Quebec is a very rich province especially producing hydro-electric power. It is strategically located in the center of Canada and is the home of the world's busiest inland port at Montreal. For years, the Quebec government has felt the federal government is not returning its fair share to the province. The referendum that was taken in 1980 for an independent province indicates that it is not satisfied with the federals.

The Quebec people firmly believe that within ten years Quebec will achieve status setting it apart from other Canadian provinces. The question seems not whether, but how this would be done, citing a recent study by the Merrill Lynch firm which concluded that Quebec's economy could thrive under independence. (12)

OUTLINE OF STUDY

1. New Brunswick - Mandated Programs

   A. French as a Second Language Program (Core Program)

      1. Philosophy and Goals

      2. Staffing

      3. Classroom Visits

         a. Teaching Conditions

         b. Books and Materials

         c. Teacher Interviews and Evaluation

   B. Immersion Program (Bilingual Program)

      1. Philosophy and Goals

      2. Classroom Visits

         a. Teaching Conditions

         b. Books and Materials

         c. Teacher Interviews and Evaluation

   C. Multicultural Perspective

      1. Economic, Political and Social Impact

THE MANDATE

New Brunswick is Canada's only bilingual province. It has been said that the foot-dragging slowness to recognize that the French outside Quebec have very little language rights and that the path of implementation taken by the government has proven to be a rocky one! (13)

The issues of language and bilingualism are woven in to the fabric of the province's history. They have become particularly prominent since the 1960's. It was only after the adoption of the province's own Official Language Act in 1969 by the Liberal government of Louis Robichaud that anglophones and francophones were drawn once again into the controversy surrounding language policy in New Brunswick. (13)

In 1966 the Schools Act guaranteed that all students could receive instruction in their mother language, whether English or French. A Faculty of Education (Ecole Normale) was created in Moncton to train French-language teachers.

In 1967 Robichaud's Equal Opportunity Program was considered a serious attempt to deal with the basic problems in the province, inequalities between regions and inadequacies of public services, particularly in the fields of health, welfare and education. (13)

The province adopted its own Official Language Act in 1969, recognizing both English and French languages and thereby providing opportunities and government services to the Acadians in their own language. The government also committed itself to printing records, regulations, official documents and legislation in both languages, and also agreed to provide the opportunity for a civil servant to work in either language. (13)

In 1974, the provincial government acknowledged the right of francophones to control their own educational services by dividing the department into two sections, one dealing with the English education system and the other with French education. The Deputy Ministers, one Francophone, the other Anglophone, guarantee equal treatment in matters relating to curriculum and quality of instruction in general. Each looks after both the teaching of the mother tongue and the second language for the linguistic group he represents, as well as other services directly associated with teaching.

THE NEW BRUNSWICK PUBLIC SCHOOL SYSTEM

Historically, pupils in bilingual areas (communities having both English-and French-speaking populations) were put together in the same classrooms and taught in English, although French-speaking pupils received instruction in French reading and French grammar from French textbooks while the English pupils received some instruction in French as a second language from different textbooks. When French textbooks in subjects other than grammar and reading began to be introduced in the 1950's, it became necessary in linguistically-mixed areas to place French-and English-speaking pupils into separate classes in the same school building. These were bilingual schools, having separate classes for French and English but the same principal and administration.

The Finn-Elliott Report in 1979 called for the abolition of bilingual schools because these institutions furthered the assimilation of francophones and recommended that schools be re-organized on a first-language basis, French or English. These would be known as homogeneous schools. The demand for homogeneous schools had been expressed by francophones in Moncton as early as 1959 when they requested that a French-language school be established. The francophone requests and petitions were blocked by English-language associations and, consequently, French-English conflict arose. The school was eventually built in 1963. The report also suggested that school districts be unilingual and organized on

a linguistic basis. Today, each of the linguistic groups of the province has all the structures required to administer the educational process in its own language, including teachers, trustees and Home and School Organizations. (15)

In addition, the province's efforts to make opportunities available to students to learn a second official language, through various programs, also illustrates an evolution in the Department of Education to come to terms with bilingualism.

There is presently no kindergarten program. In September 1991, kindergarten will become optional in New Brunswick.

PHILOSOPHY AND GOALS

The New Brunswick Core-French as a Second Language program aims to provide students with the ability to communicate adequately in the second language, and to provide students with the linguistic tools to continue their second language studies by building on a solid communicative base. (16)

It is natural and fitting that French as a Second Language be an integral part of the core curriculum of an officially bilingual province. All students should have the opportunity to acquire a reasonable degree of fluency in the other official language of New Brunswick and to appreciate its culture, with a view to increased mutual understanding. (16)

Language acquisition can only be achieved through <u>using</u> the language and the French as a Second Language classroom must reflect this reality. Thus, French must be the language of communication in the classroom and young students entering the program at its beginning stages in Grade 1 will soon learn to accept this as a fact of life. (16)

Cultural awareness is an important aspect that is stressed throughout the program. Materials chosen to learn the second language reflect the cultural realities of those who speak it as a first language in the Canadian context and, more specifically, in the New Brunswick context. (16)

After completing six years of the French Language Core Program, students should 1) understand French spoken at a slow-normal speed and dealing with classroom and personal experience; 2) pronounce French words in such a way as to allow comprehension; 3) express themselves, using simple sentences; 4) be familiar with some aspects of French culture, especially in a New Brunswick context; and 5) have developed favorable attitudes towards those who speak French as a first language. (16)

The province offers a Core program (French as a Second Language as an integral part of the core curriculum) whereby anglophone students can learn French as a second language.

In Early Immersion pupils begin their instruction in year one. In Late Immersion pupils begin their instruction in year seven. In immersion programs, the second official language is used as the medium of instruction, though at present only French immersion exists for anglophone students, and there is no district in the province where a student may receive his/her entire twelve years of public school education in Immersion, that is, 12 years of schooling whereby instruction is delivered only in French. The learning of a second language is compulsory for both anglophones francophones until the end of grade ten.

The goal of the Core French as a Second Language Program is to provide students with the ability to communicate adequately in the second language, and to provide students with linguistic tools to continue their second-language studies on a solid communicative base but it also seeks to provide anglophone students with an appreciation of francophone culture (specifically, the Acadian culture) by stressing cultural awareness and seeks to promote mutual linguistic understanding. Anglophone students who follow the Core program until the end of grade 12 are expected 1) to have reached a level two on the New Brunswick Language Proficiency Scale, "that is to be able to satisfy routine social demands and limited work requirements:; 2) to be able to complete minimal writing activities; 3) to have developed favorable attitudes towards those who speak French as a first language. This stage is known as functional. (15)

The basic objective of the Second Language Program in District No. 15 is the provision of instruction which will afford all students the opportunity to select program options which will allow them to achieve optimum levels of lingualism in relation to their capabilities and interests.

The aim of the Core Program in District No. 15 is to provide all students with an opportunity to attain a level of comprehension that would enable them to satisfy routine social demands and

limited work requirements. Those students who follow the Core throughout, will be provided with a good grounding in the basic language skills.

Students who enter the Resource Program could expect to achieve a "survival" level of French, that is, to be able to satisfy routine travel needs and minimum courtesy requirements. Concentration will be on the development of oral language skills. (17)

STAFFING

Staffing of teachers is not a major problem as teacher training programs at University of New Brunswick, St. Thomas College seem to adequately provide the need. The University of Moncton, a French University, also has an elementary and secondary teacher training program. The pay scale throughout the province has risen to the point that it is now an attractive profession to pursue.

CLASSROOM VISITATIONS

I chose Moncton as my area of research because Moncton has historically been the center of bilingual clashes in New Brunswick. Approximately thirty-five percent of Moncton's population is francophone which almost parallels the French-English percentage in New Brunswick and is not greatly in excess of that of all Canada.

On Tuesday, November 13, I visited West Riverview Elementary School. Here, I observed two CORE classes and one Immersion class. This school is located on the outskirts of Moncton City proper. The majority of students were bussed to school. Very few students go home for lunch. They have lunch in their classrooms. There were no hot programs in any of the schools that I visited. On certain days the P.T.O. would bring a hot lunch and students must purchase them.

On Wednesday, November 14, I visited Gunningsville Elementary School which is located just outside Moncton. I observed three Immersion classes and one CORE lesson.

I also visited the Hillcrest School in Moncton. Here I observed a 7th and 8th combined class. I also observed a 9th grade Social Studies class. Both classes were CORE - Late Immersion Program.

Date of Visitation: 11/13/90

Name of School: West Riverview Elementary School (1-6)

Location: Moncton, N.B., Canada

Principal: Mr. White

Student Enrollment: 230

Classroom Teacher: Mrs. Belliveau

Grade(s) Observed: 5th grade

Methods Employed: Adventures-Core

Number of Students per Class: 26

Student Interest: very motivated

Comments: Mrs. Belliveau began the class by conjugating the verbs avoir and aller. She employed a large magnet board with various pieces of furniture which students identified and placed on the board. She then introduced her family photo and introduced the family to the class. Students were assigned to make their own family scrapbook by using authentic photos or photos from magazines or by drawing pictures of their respective families and naming them.

Students were given a "Situation" from the Text-Adventures-and were asked to identify the photos and place related magnets on the magnetic board. Pupils also memorized a dialogue relating to the lesson and recited it in fron the class. Some students used their book if they needed it.

She closed out the lesson by calling out French number 1-50 and students wrote the numbers in their notebooks. (Students have their own materials including textbooks, workbooks, notebooks, etc.).

Mrs. Belliveau was beginning her 13th year in teaching. This was her 2nd year as a French Core teacher. She had received her training through workshops and seminars. She is a Core-filler teacher who visits various other classrooms. French is her native language but she has used it sparingly. She enjoys teaching French because it gives her the opportunity to use it more.

Date of Visitation: 11/14/90

Name of School: Gunningsville Elementary School (grades 1-6)

Location: Gunningsville, Moncton, N.B., Canada

Vice-Principal: Mrs. Godbout

Student Enrollment: 210

Classroom Teacher: Mrs. Layden

Grade(s) Observed: 3rd grade

Methods Employed: Core Program - Aventures Series

Number of Students per Class: 25

Student Interest: highly motivated

Comments: Students sang the Canadian National Anthem and attendance was taken. Mrs. Layden began the class by reviewing days and seasons and expressions: "Quel temps fait-il aujourd'hui?" and "Quelle est la date?"

Pupils listened to a cassette tape as they followed the text. Mrs. Layden employed a large laminated cardboard with the text. She drilled it again. Students were asked to read it in front of the class. The lesson continued with pupils using their consumable workbooks which accompanied the textbook. The pupils sang a song to close out the French lesson.

Mrs. Layden informed me that she was Piloting the program Aventures A series and enjoys using it. She has taught 17 years and this was her 5th year teaching the French Core Program. Mrs. Layden is not a native speaker but believes she can learn as she goes along. She feels very comfortable with the language and the program and is very enthusiastic. She was educated at St. Thomas Teacher's College in Fredericton, N.B.

Date of Visitation: 11/13/90

Name of School: West Riverview Elementary (1-6)

Location: Moncton, New Brunswick, Canada

Principal: Mr. White

Student Enrollment: 230

Classroom Teacher: Mrs. Taylor

Grade(s) Observed: 6th grade

Methods Employed: Aventures - Core Program

Number of Students per Class: 22 pupils

Student Interest: very motivated

Comments: I entered the classroom just as the principal was giving the daily announcements which included, singing of their national anthem "O Canada", saluted the Canadian flag, recited the "Our Father" and that Mr. Ares was visiting their school. The teacher Mrs. Taylor has her permanent classroom with her 22 pupils under her tutelage for the entire day. she began drilling the verb pouvoir, present tense. She then used pictures to re-enforce the lesson. A workbook exercise also related to the lesson. Mrs. Taylor used a large magnetic board with magnets of furniture to place a various locations. Students then employed their textbooks which related to the lesson being taught. Students also sang two French songs. Students learned dialogues by memorizations.

The students text was Aventures series A, B, C. She employed the tape recorder at four different stages of the lesson. Mrs. Taylor is English speaking, is certified and relies on text, tapes and workbook. Her classroom was well decorated. She felt comfortable in teaching French and was quite enthusiastic.

Date of Visitation: 11/14/90

Name of School: Gunningsville Elementary School

Location: Moncton, New Brunswick

Vice-Principal: Mrs. Godbout

Student Enrollment: 320

Classroom Teacher: Mme Corazzo

Grade(s) Observed: 1st grade

Methods Employed: Immersion Program

Number of Students per Class: 16

Student Interest: very motivated

Comments: Mme Corazzo employed a variety of activities. Her class was fast moving, interesting and very creative. She was well organized. The classroom was well decorated with teacher produced posters and game boards. All materials were teacher made. There were colored pictures on the board which had to be identified. Students were asked to identify the shapes and point them out. Pupils had notebooks with pictures to color in relation to the color of the fruit. Laminated pictures of fruits were distributed and students were asked to identify the fruit and color. The pupils also sang a song. The culminating activity was a game which comprised two teams: les jaunes (yellow) and les roses (pink). Pupils were directed to place various fruits in pockets on a board. The team that had three successive fruits on the colored cards would win the game. Pupils were actively involved and appeared to enjoy learning French.

Mme Corazzo is a native French speaker and is beginning her 3rd year of teaching. She received her degree and training at the French University of Moncton. She said that the university graduates were finding positions throughout the province. She is very enthusiastic and I enjoyed her classroom decor and activities.

Date of Visitation: 11/13/90

Name of School: West Riverview Elementary School

Location: Moncton, N.B.

Principal: Mr. White

Student Enrollment: 230

Classroom Teacher: Mme Stephens

Grade(s) Observed: 2nd grade

Methods Employed: Immersion

Number of Students per class: 25

Student Interest: moderate

Comments: When I arrived in the classroom Mme Stephens was writing sentences on the board and having students copy them in their notebooks. These were to be brought home to study and learn. Time I spent in class was brief as she was leading pupils to Music class. In music the classroom teacher must remain with the class.

Mme Stephens is a native French speaker. She had received her training at the Teacher's College in Fredericton.

She feels that 18-20 pupils is ideal for an Immersion Class. She feels that the teaching of French in New Brunswick was creating more jobs for francophones and as a result taking jobs away from anglophones.

Date of Visitation: 11/14/90

Name of School: Gunningsville Elementary School

Location: Moncton, N.B.

Vice Principal: Mme Godbout

Student Enrollment: 320

Classroom Teacher: Mme Horne

Grade(s) Observed: 2nd grade

Methods Employed: Immersion

Number of Students: 15 pupils

Student Interest:

Comments: Mme Horne's class was reviewing the parts of the body. She had a magnetic board and asked students to place parts at the proper location. French labels were placed throughout the room identifying items: desk, board, door, window, chairs, etc. Pupils were instructed in French to locate their own body parts as directed by her. Students then formed 2 lines facing her, each child has the opportunity to name the facial part that the teacher was indicating. One pupil kept the points on the board. The student not correctly naming the part would be seated and, therefore, eliminated from the game. Tallies were taken until the end of the month when winners were declared. The entire lesson was based on learning parts of the body. A variety of activity was lacking and the pupils were getting bored.

Mme Horne was not a native speaker and seemed to lack the enthusiasm that had been present in other classes.

Date of Visitation: 11/14/90

Name of School: Gunningsville Elementary School

Location: Moncton, N.B.

Vice-Principal: Mme Godbout

Student Enrollment: 320

Classroom Teacher: Mme Godbout, Vice-Principal

Grade(s) Observed: 5th grade

Methods Employed: Immersion

Number of Students: 18

Student Interest: very interested

Comments: Mme Godbout's class was a French Language Arts writing program. The students had a variety of activities to complete during the week and on a monthly basis. The completion of activities were translated into a grade. Students had completed short stories, poems and collages. The initial drafts were corrected by the teacher, then re-written and final copies produced on computer. There was a good supply of reading materials and other resources available including numerous dictionaries. It was an open classroom arrangement which the students handled exceptionally well. Some of the work produced was extremely well done.

Mme Godbout is the vice-principal of this school and teaches French Language Arts classes as well. Her classroom was located in the portable classroom area. She also coordinates many other activities in the school. Mme Godbout is enthusiastic and appears to enjoy the numerous roles that she plays.

GOAL OF IMMERSION PROGRAM

The goal of an Immersion Program is to develop in pupils a high degree of proficiency in their second language but at the same time, instructional time in the first official language must be maintained at a sufficient level so that the student does not lose his/her first language. (15)

By the end of the elementary school, a child should be able to: 1) understand and interpret the conversation of people speaking French when the topic of conversation is at his level; 2) express himself correctly orally, that is, use the vocabulary and correct sentence structures appropriate to the communication situation; 3) read and understand French texts appropriate to his academic level; 4) express himself correctly in writing with regard to sentence structure and spelling of words. (18)

District 15 Early Immersion Overview states that French is employed 100% of the class time during Grades 1, 2, and 3. In Grades 4, 5, and 6 50-80% of class time is conducted in French. (17)

Date of Visitation: 11/14/90

Name of School: Hillcrest Junior High School (grades 7-8-9)

Location: Moncton, N.B., Canada

Principal: Ron Elliott

Student Enrollment: 220

Classroom Teacher: Mrs. Fischer-Tubb

Grade(s) Observed: 7th, 8th combination

Methods Employed: traditional - Late Immersion Program

Number of Students per Class: 17

Student Interest: moderate

Comments: Mrs. Fischer-Tubb began by revieweing days, date and seasons. She employed an overhead projector with several transparencies reviewing the reflexive verbs: se reveiller, se laver, se raser, s'habiller, etc. Students would repeat after her then she would call upon individuals. Students referred to workbooks with similar activity to re-inforce the lesson.

She then read them a story in French and asked them 26 yes or no questions relating to the story and corrected them.

Mrs. Fischer-Tubb was born in Europe. Her father is Canadian, mother is German. She has travelled extensively in Europe where she learned foreign languages. She has been teaching since 1974. She enjoys teaching.

Date of Visitation: 11/14/90

Name of School: Hillcrest Junior High School (grades 7-8-9)

Location: Moncton, N.B., Canada

Principal: Ron Elliott

Student Enrollment: 220

Classroom Teacher: Mr. Piccini

Grade(s) Observed: 9th

Methods Employed: traditional - Late Immersion Program

Number of Students per Class: 15

Student Interest: moderate

Comments: Mr. Piccini began the lesson by reviewing the countries of the Middle East. Students were asked questions concerning this area. Students were reminded that French at this level was mandatory and was required to qualify for provincial employment. Students were assigned different countries and prepared an oral presentation. These students were Late Immersion. Therefore their use of French was limited but they were performing quite nicely.

Mr. Piccini has been teaching here for 11 years. He is Italian and has 14 years of teaching experience.

MULTICULTURAL PERSPECTIVE

The Francophone areas of the Maritimes cover a vast, thinly-populated territory, and in general are remote from centers of consumption. Their industries are often small and very scattered which makes rational planning of an infrastructure difficult.

A shortage of entrepreneurs is very acute in the Francophone areas. Consequently, investments are often limited to a few thousand dollars and their success depends to a large extent upon the work of various members of the family. (19)

In Acadian areas, the characteristics of the labor force are quite obvious: low educational level, little specialization, high unemployment, and seasonal work related to the primary sector. Remedies are required since jobs in primary industries are on a downward trend. The Acadian labor force will have to implement a constantly evolving program of technical training. This means a denial of the importance of cultural factors, but also a healthy economy that is indispensable for a people's full development. (19)

The main characteristic of the Francophone areas is under-exploitation of natural resources. The necessity in the development of these resources must be stressed. It is

necessary to establish a policy to coordinate the forest, fishing and farming industries, and secondly to determine clearly what is meant by a Francophone area. So far, their geographic isolation has explained their economic backwardness. The development of transportation and communications will appreciably assist the economic development of the Acadian areas. (19)

Inferiority from the long history of persecution and isolation often characteristic of minority groups is still with the Acadians. They are a product of their history, which virtually excluded them from participation in the decision-making process for a long time.

Senator Louis Robichaud, the former premier of N.B., is optimistic about the future of Acadia. Mr. Robichaud points among other things to the federal and provincial Official Language Acts of the last 10 years. The creation of the Universite de Moncton in 1963 and its subsequent development, together with the creation of many homogeneous school districts, are other concrete signs of the Acadian community. But despite some promising signs, the Acadians' situation in other respects is not so reassuring. For example, the small number of Acadians occupying positions in the public service is evidence of the persistence of social inequality which still affects them. Even more alarming is the

very high rate of assimilation in Nova Scotia and Prince Edward Island. (19)

New Brunswick Acadians have succeeded in making their presence felt as a political and social factor of the first order; but the province has not yet taken the decisive step to bilingualism and biculturalism - it is merely more sensitive to social and political pressures than it was in the past.

In New Brunswick, the likelihood of Acadians remaining unilingual is minimal. They are exposed to English influences and in time will become bilingual. (19)

Along with the influence of the workplace on young people in their twenties, another factor intervenes at this stage in their lives: marriage and the probability of selecting a spouse who is not of the same language or culture. Exogamy is one of the most threatening factors for Francophones' language retention. Since the chances of the Anglophone spouse being bilingual are minimal, it is the Francophone who will accommodate himself or herself to the other spouse, with the result that the language spoken at home is usually English. (19)

Recent changes in the demographic behavior of Acadians - falling birth rates, a disturbing level of emigration and a

sometimes alarming rate of assimilation - are warning signs to the effect that they can no longer count on the growing weight of numbers to back up their social demands. (19)

On one hand, there are human and social forces like sensitization of the population, increasing militancy, commitment by the young and the flourishing of literary, scientific and artistic culture. On the other hand, there are institutional forces such as: an Acadian university, a nearly autonomous school system and a new Acadian political party in New Brunswick, expanded media (press, radio and television, legislation and programs for the promotion of Francophone communities, and closer ties with other Francophones nationally and internationally.

What will be the final blending of these forces? In the past, the Acadians' collective resources, will and tenacity have not failed them. Why should the future belie the past? (19)

SUMMARY

(Comparison of three Francophone areas in North America)

Each area has its unique problems and agenda which it must follow in order to prevail.

Presently in Louisiana 16 of 22 Acadiana parishes are teaching Spanish rather than French as second language. CODOFIL's goal is to teach French not as a foreign language but as a native language.

This year 100,000 students are taking French at the elementary level. Teachers are imported from Quebec, France, and Belgium. This school year 1990-91 there are 181 or 40% of the teachers who are foreigners. There are now French Teacher Training programs underway with hopes of producing their own teachers from Louisiana. Parents have become increasingly involved in the success of programs. The mandate is set but whether teachers become available, space, time in scheduling, materials and dollars to finance programs pose serious problems as to the success of French in the schools. More French programming must be demanded by French Language Associations in the listening areas of Baton Rouge, Alexandria, Lafayette, Lake Charles and New Orleans on their public radio stations.

I video-taped classrooms on my visit to Louisiana and teachers seemed to lack materials and were relegated to pushing their carts with teacher-produced materials from classroom to classroom. They seemed to be over scheduled.

There are also conflicting opinions as what kind of French should be taught in schools. Louisiana's French students need to learn a common Louisiana French culture that identifies Louisiana's French language, its history and the richness of their diverse culture.

Some observers have predicted that the native speaking of the language will disappear altogether by the end of this century.

CODOFIL must continue its active role in being the watchdog for the French culture in Louisiana. If it does not, it will perish forever.

But the Cajuns, resilient as ever, have started circulating an underground slogan which challenges that and other outside assumptions. "On va les embeter", sounds their new rallying cry: roughly translated, "We shall overcome." (6)

In French Acadiana, Louisiana, there are no French newspapers, very little French radio and television programming and their attractive flag is rarely seen.

In Quebec province, the working language is French and, therefore, everyone is educated in French. A good command of the language is a necessity. There are ample teachers available as Quebec has its own universities and colleges to train them. The paramount problem in Quebec is the meshing of immigrants into the French society. More than 50% of greater Montreal's students come from 140 different countries and speak more than 60 different languages. Quebec province must assimilate these students into a francophone society. Quebec continues to claim that not enough financial assistance from the federal government is given to them in order to handle this enormous task of teaching and training these immigrants.

Quebec continues to demand greater self-autonomy. There is still talk that Quebec will separate from Canada.

Whether Quebec separates or not it is obvious that it is going to equip itself with a more autonomous status that it had before. And should it become independent, Quebec proposes to retain close links with the rest of Canada through its sovereingty-association formula. (19)

New Brunswick is Canada's only bilingual province and this does create several problems. Education in New Brunswick has served as the testing ground with regard to the English-French relations.

The Department of Education has made sincere attempts to recognize the linguistic equality of French and English through administrative duality (French in French schools and English administrators in English schools) homogeneous schools and the provision of second language training in the English schools. They offer various programs such as early French immersion, late French immersion, or the Core Program.

The mandate is set for both English and French. The English feel that bilingualism enforced means a freeze on hiring anglophones and not promoting those who aren't bilingual. The French feel that it is more important for them to receive a quality French education rather than become bilingual.

The lack of materials and supplies was evident throughout the schools. Although a sincere effort is being made, it becomes a question as to just how much in provincial dollars can be spent on producing a bilingual society. There are several teachers' colleges training both English for French schools and French for English schools.

Quebec and New Brunswick have several radio and television stations. Quebec has numerous newspapers and magazines published in French. The Quebec flag is more prominant than the Canadian flag. In New Brunswick there presently is one French newspaper, L'Acadie Nouvelle, and its Acadian flag flies alongside the Canadian flag.

A major factor that affects assimilation is the environment in which individuals live. For instance, urban life has an adverse effect on a person of a minority language group who wishes to keep up with that language. When an individual lives in a small, linguistically homogeneous community, his language is hardly threatened. But urbanization opens the way to more frequent contacts with the surrounding Anglophone majority-in the work-place, in business, in leisure activities and Francophones can scarcely avoid the encroaching influence of the language of the people around them. (19)

This is what occurred in Louisiana and now they face the task of regaining this almost lost language and culture. In Quebec, this problem does not affect the French for Quebec is 80% French speaking. In New Brunswick 70% of the population speaks English. The minority of French now have a Provincial Language Bill that guarantees French only schools and now their own French University in Moncton, New Brunswick.

In the course of the Acadian history since their first settlement at Sainte-Croix in 1604, through the calamities which led to their dispossession, banishment and dispersal across two continents, we have witnessed the rebirth of the victim of the "Grand Derangement", how they set down roots and proliferated to ensure a strong and enduring presence. (19)

"On est venus, c'est pour rester" (We have come to stay). This was the popular slogan adopted by the Acadians in 1979 on the 375th anniversary of the first French settlement in North America. These words assert the strength of the Acadians' history and their confidence in the future but they are also symbolic of a certain insecurity they experienced throughout their history. The history of the Acadians is the source of their identity which gives them better knowledge of themselves and a more comprehensive vision of their society. The roots are strongly embedded and they shall prevail. (19)

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